DOCUMENT RESUME

ED 234 691 HE 016 616

AUTHOR Avis, Joan; And Others
TITLE Mission, Goals, and Deeds: A Report to the University President.
INSTITUTION San Francisco Univ., CA. School of Education Faculty Association.
PUB DATE 15 Jun 83
NOTE 39p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Church Related Colleges; College Environment; *College Role; Doctoral Programs; *Educational Objectives; Higher Education; *Schools of Education; *Student Role; *Teacher Role
IDENTIFIERS Public Service; *University of San Francisco CA

ABSTRACT

The scope of the work of the School of Education at the University of San Francisco is discussed with reference to the university's mission and goal statements. These missions and goals reflect the aspirations of Roman Catholic and Jesuit education, along with the university's contemporary thinking on the proper relationship between faith and reason. In addition to providing data regarding the achievement of institutional goals, attention is directed to the doctoral program of the School of Education. The 12 goal statements include the following: seeking excellence in teaching, learning, and inquiry, and improving the community; providing a learning, teaching, and working environment that is personalized, supportive, and humane; enlisting the support of faculty and staff to achieve the university's goals and to develop innovative educational programs; encouraging research and creative achievement with academic freedom; encouraging the admission of students with the capacity and motivation to excel without regard to their age, sex, and background; providing students the opportunity to explore their personal values, religious experiences, and philosophical beliefs; and promoting in students an understanding of the diverse cultures of the San Francisco Bay area and the world. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED234691

THE UNIVERSITY OF SAN FRANCISCO

School of Education Faculty Association

MISSION, GOALS, AND DEEDS:

A REPORT TO THE UNIVERSITY PRESIDENT

Prepared by

The Planning Committee's Task Force for

the School of Education Faculty

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James Steve Counelis

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

*

Joan Avis, Ph. D.,
Associate Professor of Education

James Steve Counelis, Ph. D. (Chair),
Professor of Education

Edwin J. McDermott, S.J.,
Associate Professor of Education

San Francisco, California 94117

June 15, 1983

NIE 016 016

. . . .An adequate solution of the pressing questions about the meaning of human existence, norms of actions, and the prospects of a more far-reaching hope, is possible only in the renewed connection between scientific thought and the power of faith in man in search of truth.

---Pope John Paul II,
"Connection between Scientific Thought and the Power of Faith in the Search for Truth,"
Cologne,
November 15, 1980

23. Workers and employers should regulate their mutual relations in a spirit of human solidarity and in accordance with the bond of Christian brotherhood.

---Pope John XXIII,
Mater et Magistra,
May 15, 1961.

P R E F A C E

The Faculty of the University of San Francisco's School of Education presents this report to Father President John J. Lo Schiavo, S.J. Through this communication, the Faculty wishes to present a synoptic by comprehensively factual document, one reflecting the scope, breadth and depth of the work of the School of Education. This report will be organized in accord with the University's statement on mission and goals, demonstrating the relevance and direct relationship of the School of Education to the University and the Church, to the community and the state, to the nation and the world.

In the work of the Faculty of the School of Education, Father President will see that the Faculty is most cognizant of and attempts to reflect the wisdom of Vatican II when it pronounced the following in its Declaration on Christian Education (Gravissimum Educationis):

> . . . .In the establishment and direction of Catholic schools, attention must be paid to contemporary needs. Therefore, although primary and intermediate schools must still be fostered as institutions of education, considerable importance is to be attached to those which are demanded in a particular way by modern conditions, such as the so-called professional and technical schools, institutes for educating adults and promoting social services, as well as for persons requiring special care as a result of some natural deficiency, and also schools for preparing teachers to give religious instruction and other types of education. (Section 9)

Education has always been a Christian commitment. It continues to be at the University of San Francisco and its School of Education.

J.A.
J.S.C.
E.J.McD., SJ

San Francisco, California,
Lone Mountain Campus,
June 15, 1983

MISSION, GOALS, AND DEEDS:

A REPORT TO THE UNIVERSITY PRESIDENT

Prepared by

The Planning Committee's Task Force for
the School of Education Faculty*

Introduction:

For the last 32 years, the University of San Francisco has been involved deeply and committed staunchly to the professional and scholarly discipline of education. This University's involvement and commitment is achieved through the School of Education, in trust enbodying the highest aspirations of Roman Catholic and Jesuit education. The University's mission and goals reflect these aspirations and they also present this University's contemporary thinking on the proper relationship between faith and reason---Tertullian's Jerusalem and Athens. The University's School of Education continually endeavors to fulfil this trust. And it is toward the deeds of that trust which the Faculty of the School of Education, through this present report, will direct the reader's attention. Hopefully, this document will be the beginning of a continuing dialogue---a longer term process wherein the Faculty of the School of Education would present from time to time to Father President other informational documents for his perusal and reflection, and especially for a conversation among colleagues.

---

*Dr. Joan Avis, Associate Professor of Education; Dr. James Steve Counelis, Professor of Education and Chair of the Task Force; The Reverend Edwin J. McDermott, S.J., Associate Professor of Education.

Goal Statement No. 1:

> To pursue truth, to strive for excellence in teaching and learning and in scholarly and creative endeavors, and to improve and enrich the community which the University serves and from which it draws its support.

Graduate faculties like that of the School of Education pursue truth through teaching, learning and inquiry. At the doctoral level, the Faculty offers instruction in six broadly defined methodologies: (1) experimental design; (2) survey research; (3) historical and qualitative research; (4) legal research; (5) anthropological research; (6) evaluation research. Of course, all of these advanced courses in social and behavioral sciences' methodologies presuppose instruction and prior work in advanced and/or applied statistics. Thus through the doctoral dissertation, the Faculty encourages and instructs their students to pursue truth through science, art, and the rigor of systematic method. And where appropriately determined, the application of such truth to educational practice is fostered.

It is by example that the Faculty of the School of Education attempts to model excellence in instruction and inquiry. Permit the brief noting of several professors. Dr. Susan B. Evans of the Curriculum and Instruction Faculty was conferred with the 1982 award for excellence in teaching. Dr. S. Alan Cohen is justly famous for his empirical research in mastery learning with its direct utilization in urban schools and for his work in experimental design theory. Dr. Allen D. Calvin, Henry Clay Hall Professor of Education in the Organization and Leadership Faculty is a Fellow in both the American Psychological Association and the American Association for the Advancement of Science for his empirical work in psychology. Dr. Dorothy S. Messerschmitt of the Multicultural Education Faculty has had published in 1981 her book Listening for Structural Cues in which she applies structural

linguistic theory to the teaching of English as a second language. Dr. James Steve Counelis of the Organization and Leadership Faculty received the Third Prize of the Norbert Weiner International Awards from the World Organization of the General Systems Theory and Cybernetics in Amsterdam (1978) for his scholarly essay, "Information and the Unity of General Systems Theory and Cybernetics." These professors are but a few instances of the Faculty of the School of Education who are committed to excellence in theoretical inquiry, instruction and the practical applications of science to education.

The professional relations of the Faculty of the School of Education to the city and county of San Francisco, the state of California, and to the nation are numerous. One most recent example was demonstrated by the 1983 Griffin Award Dinner for Burl Toler. Below are some specific examples of Faculty involvement with the larger community of the University. During the academic year 1980-1981, Dr. Patricia Busk of the Educational Psychology and Counseling Faculty served as an evaluator of an affective education program in the Merced Unified School District. In 1982, Dr. Patricia Mitchell served as a curriculum consultant to the School of Nursing of Samuel Merritt Hospital, Oakland. Dr. Rosita G. Galang of the Multicultural Education Faculty served as the 1982-1984 president of the California Association for Asian Pacific Bilingual Education. Dr. Laurence A. Bishop of the Organization and Leadership Faculty served on the accreditation teams of WASC/California Commission for Teacher Preparation and Licensure for the UCLA School of Education (1978) and the UC Riverside School of Education (1980) as well as currently serving as science textbook consultant for the McGraw-Hill Book Company. Dr. Nathan O. Strong of the Curriculum and Instruction Program served as education television consultant to Mexico's public television station in Mexico City, Television de la Republica, in January 1983; and he has been working on the Glide Memorial

Church's Food Program in San Francisco. And Dr. Steven I. Zlutnick of the Educational Psychology and Counseling Faculty serves as a professional afflilate in rehabilitation/psychological/social medicine in the Pacific Medical Center as well as directing the program in pain and stress at Garden Sullivan Hospital, both in San Francisco. Of particular interest has been the most recent consultant work of Dr. John B. Tsu of the Multicultural Eduction Faculty where he has been working with the Office of Bilingual and Minorities Language Affairs of the U.S. Department of Education. Also, Dr. Tsu is a member of Governor Dukemejian's Transition Advisory Committee. Most recently, Dr. Robert Lamp is serving as a consultant in long-range planning to the Seton Provincialate of the Sisters of Charity of St. Vincent de Paul (Los Altos, CA) where a five year long-range plan, titled, "Keeping Catholic Schools" is being completed in June 1983.

All of the credential programs have devised internships and other placement arrangements for their credential, master's and doctoral students. The Organization and Leadership program utilizes the graduate student's own administrative stations. Dr. Anita de Frantz in speech and hearing has used private practice physicians along with Mount Zion Hospital, Oakland Public Schools, Berkwood Rehabilitation Hospital (Santa Rosa, CA), and the Easter Seal Societies of Burlingame and Oakland. The Educational Psychology and Counseling program has used a number of public and private agencies, among these being: (1) San Francisco Unified School District; (2) Mission Mental Health Clinic; (3) USF Career Planning and Counseling Center; (4) Mills College; (5) VA Hospital; (6) Catholic Social Services; (7) Family Violence Project; (8) Richmond Maxi Center; (9) Chinatown Suicide Prevention; (10) College of the Alameda.

It is through such professional services as these that the Faculty of the School of Education seeks to improve and enrich the community-at-large from which the University and the School of Education serve and draw their support.

Goal Statement No. 2:

> To insure that every person at the University of San Francisco, as a member of a community of learners, has a valued and respected share in the educational process as well as a learning, teaching, and working environment that is at once personalized, supportive, and humane.

Since the beginning of the doctoral program of the School of Education, the Faculty has endeavored to work toward the achievement of this goal. The Doctoral Screening Workshops were designed and still continue to be a means whereby new graduate students are informed by and experience a positive accepting relationship with the Faculty and staff of the School. Student town halls and the First Doctoral Saturday Programs provide opportunities for the graduate student to become involved in the improvement of curriculum and other aspects of student life within the School. Dr. Anita P. De Frantz of the Curriculum and Instruction Faculty and Dr. Rogelio Reyes of the Multicultural Education Faculty have worked constructively with the minority students of the School, helping them to live more fully within the programs of the institution.

Another vehicle of student involvement is the Student Advisory Council, fostered through the diligence of Dr. Anita P. De Frantz. The Student Advisory Council currently is involved cooperatively in planning the program for the first doctoral Saturday in September 1983 with the Education Faculty. Additionally, the Educational Psychology and Counseling Program has developed a useful student newsletter that has proved to be quite successful.

The School of Education Faculty has always been alive to the needs of their students. Attention is paid to scheduling courses in the evenings and on Friday/Saturday weekends. Personalized student advising and the encouragement of independence of inquiry and study have been the hallmarks of instruction, wherein theory and *praxis* are blended. Special courses for independent study are designed for students so as to further and deepen their particular scholarly needs, *viz.*, Education 792: Special Topics in Education and Education 797: Directed Study. Faculty flexibility in meeting students, given mutually agreeable calendars, is a basic practice. With reference to the master's degree programs, convenient off-campus program sites are arranged at competitive tuition costs.

The Faculty is a community of learners sharing their work. The Faculty Development Committee of the School of Education has sponsored this year monthly faculty lectures. To date, Dr. Alma Flor Ada of the Multicultural Faculty shared her travel slides and experiences of her summer 1983 trip to the Soviet Union. Dr. Larry Palmatier of the Educational Psychology and Counseling Faculty presented a lecture on reality therapy. And Dr. Anita P. De Frantz of the Curriculum and Instruction Faculty presented a lecture on successful urban education for Black children.

The USF Faculty Association and the School of Education Faculty in particular cooperated in raising money for the Association's Faculty Fund. Last year, over $7000 was raised and 20 faculty members were provided with partial travel stipends to professional meetings in order to present their academic and professional papers. From the School of Education, Dr. S. Alan Cohen (Curriculum and Instruction), Dr. James Steve Counelis (Organization and Leadership), Dr. Joan S. Hyman (Curriculum and Instruction), Dr. Aida A. Joshi (Multicultural Education), and Dr. Rogelio Reyes (Multicultural Education)

received travel stipends. Dr. Susan B. Evans of the Curriculum and Instruction Faculty has been the chair for last year's and this year's fund raising projects.

Lastly and importantly, the Faculty of the School of Education has been supportive of the University's projects, such as the Blood Drive and the United Way. In particular, the Faculty of the School of Education was a 100 percent participant in the REACH Campaign. Such support is truly indicative of this Faculty's responsible commitment to the welfare of the University as a whole and to the welfare of their own professional/academic unit, the School of Education.

Through the diligent and creative efforts of Dr. Allen D. Calvin of the Organization and Leadership Program, the Father Harney Fellowship Program has been launched. In cooperation with the University and the President, these fellowships are for the USF School of Education doctoral students. Through Education Faculty contributions to this fellowship program, it has demonstrated its continuing commitment to the profession and the University.

In sum, the synoptic examples of practices and faculty efforts to fulfil this goal provides a mosaic of diligence and effort, competence and responsibility, which are the hallmarks of this School of Education Faculty's humane professional role within the University community.

Goal Statement No. 3:

> To enlist and support a distinguished faculty and staff, supportive of the Mission and Goals incorporated in this document and dedicated to outstanding teaching and service and the development of innovative educational programs.

Historically, the Faculty of the School of Education has been involved directly in the processes for selecting both administrators and

faculty. Through their participation, the high quality of this Faculty and the current administrators (who came from the Faculty) are products of these professionally conducted selection processes.

The Faculty Association of the School of Education supports and aids their colleagues in at least five ways. Firstly, the Faculty Development Committee provides assistance to the School's Faculty in preparing promotion and tenure materials as well as the faculty lectures referred to above. Secondly, it has been noted that the Association's Faculty Fund provides partial travel stipends. Thirdly, the Faculty Association assists the School's Faculty with their grievance procedures when requested. Fourthly, the Faculty Association plans and implements Faculty Professional Days and other faculty development projects that are to improve instruction and other professional services. Fifthly, the Faculty Association provides recognition to colleagues who make outstanding contributions to the School of Education by presenting awards at commencement for teaching, research and services to students and fellow colleagues.

The cultivation and evolution of innovative curricula in the School of Education has functioned well. Through the Program Faculties, the Planning and Curriculum Committees and the Faculty Council, curricular policies and program decisions are developed and approved prior to forwarding these to the Dean. It is documentable that this process works effectively; and the current re-evaluation of the School's programs is threading its way through this system.

All of these activities of the Faculty Association substantiates this Faculty's responsible efforts under this goal. Indeed, these activities are reflective, substantively and procedurally, of a modern Parisian guild of masters, demonstrating creative Faculty initiative and unity of professional purpose. But moreso, this Faculty Association follows responsively the guidance

of Vatican II's Pastoral Constitution of the Church in the Modern World (Gaudium et Spes) in remembering that

> . . .the norm of human activity is this: that in accord with the divine plan and will, it should harmonize with the genuine good of the human race, and allow men as individuals and as members of society to pursue their total vocation and to fulfil it. (Section 35).

Goal Statement No. 4:

> To encourage research and creative achievement with academic freedom.

In the School of Education of the University of San Francisco, both Lehrfreiheit and Lernfreiheit are the educational environment of the Faculty and students and administration in concert. The well known principles of academic freedom of the American Association of University Professors and the principles of academic freedom as developed in Vatican II's Pastoral Constitution of the Church in the Modern World (Gaudium et Spes) and elaborated by Pope John Paul II in a number of pastoral addresses to university faculties and students govern the practices. [See, John Paul II, The Whole Truth about Man, Edited by James V. Schall, S.J. (Boston, MA: The Daughters of St. Paul, 1981).] Section 59 reads, in part:

> . . .within the limits of morality and the general welfare, a man be free to search for the truth, voice his mind, and publicize it; that he be free to practice any art he chooses; and finally, that he have appropriate access to information about public affairs.

The Faculty encourages research through the required doctoral dissertation. Three courses aid the student in this intellective enterprise, viz., Education 709: Dissertation Proposal Seminar; Education 790: Dissertation Proposal Development; and Education 791: Dissertation Research and Writing. It is of interest to note that since 1977, some 250 doctoral dissertations have been written and are shelved in Gleason Library. There are also

TABLE NO. 1: USF SCHOOL OF EDUCATION DOCTORAL DISSERTATIONS, 1977-1982, BY YEAR AND PROGRAM+

YEARS	PROGRAMS				
	C/I	EP/C	MULT	O/L	TOTAL
1977	2	-	-	2	4
1978	3	3	-	8	14
1979	10	8	3	22	43
1980	14	15	12	19	60
1981	16	22	19	26	83
1982	11	13	8	14	46
TOTAL:					
N	56	61	42	91	250
%	(22.4)	(24.4)	(16.8)	(36.4)	(100.0)

+In Gleason Library as of March 10, 1983.

TABLE NO. 2: USF SCHOOL OF EDUCATION DOCTORAL DISSERTATIONS, 1977-1982, BY GENDER AND PROGRAM+

PROGRAMS	GENDER					
	MEN		WOMEN		TOTAL	
	N	%	N	%	N	%
CURRICULUM/ INSTRUCTION	16	28.7	40	71.3	56 (22.4%)	100.0
EDUCATIONAL PSYCHOLOGY/ COUNSELING	23	37.7	38	62.3	61 (24.4%)	100.0
MULTICULTURAL EDUCATION	15	35.7	27	64.3	42 (16.8%)	100.0
ORGANIZATION/ LEADERSHIP	50	54.9	41	45.1	91 (36.4%)	100.0
TOTAL						
N	104		146		250 (100.0%)	
Percent	(41.6%)		(58.4%)			

+In Gleason Library as of March 10, 1983.

two full library card drawers of master's degree theses and projects. However no count of these was made at this time. Table No. 1 provides a frequency distribution of these dissertations, by program and year. Table No. 2 provides frequency and proportional distributions of these dissertations by program and gender.

Goal Statement No. 5:

> To encourage for admission, without regard to age, sex, physical handicap, religion, or ethnic background, those students with the capacity and motivation to strive for academic excellence.

On the basis of certain demographic variables that are collected systematically by the University at registration, it is possible to describe how well the University's School of Education fulfills this goal. The following facts on headcount enrollment were provided graciously by Mr. G.J.Cellilo, Director of University Records. The enrollment data are for the Spring 1983 semester.

As of March 11, 1983, the Spring headcount enrollments for the University and the School of Education were 5940 and 871 students, respectively. This reflects the fact that the School of Education enrolls 871/5940 or 14.7% of the total University enrollment. This percentage will rise because all of the off-campus enrollments are due April 1, 1983. Additionally, the School of Education is a graduate school and hence its student body will tend to be older than the typical undergraduate student body. However at this time, statistics are not available to profile the age pattern of the School of Education.

The ethnic/racial minorities of the University and the School of Education are, respectively, 1597 and 267 students. The School of Education registered 267/1597 or 16.7% of the University's minority student population.

Importantly, the proportional representation of minorities in the School of Education student population is 267/871 or 30.7%, with the comparable University statistic being 1597/5940 or 26.9%. And in reviewing Table No. 3, the ethnic/racial categories across the University and School of Education, they appear proportionally comparable, given the numbers per category.

It is in the genderal patterns that the School of Education differs most from the University's almost equal distribution of men and women students. The School of Education enrolled 37.1% men and 62.9% women this spring. However in Table No. 4, the within-degree-programs' distributions by gender, the doctoral students tended toward the overall University pattern of equal numbers of men and women, though not precisely, viz., 45.1% men and 54.9% women. The master's degree students maintained the approximate 1/3 to 2/3 genderal proportions. The sources of the master's degree students are the off-campus programs that are based in the school districts, primarily. Here the teachers are generally women. Doctoral student recruitment is of a much broader-based professional population in education.

Table No. 5 contains data on the distribution of headcount student enrollment for the University and the School of Education by religious persuasion and gender. A comparison of the proportional distributions for the several religious persuasion categories across the University and the School reveals that the School favorably mirrors the whole University and its diversity.

The reference to physical handicaps in this goal is significant, though the School does not have any count of students with handicaps. However, it is a matter of record that Dr. Rose Resnick is an alumna of the Organization and Leadership Program. She is the director of San Francisco's Lighthouse for the Blind.

Table No. 2, above, provides a genderal distribution of doctoral dissertations that are on the shelves of Gleason Library. Some 250 of these dissertations are distributed as follows: (a) 104 of 41.6% written by men; (b) 146 or 58.4% written by women. This genderal pattern is found across three of the four doctoral programs. Only the Organization and Leadership program has the reverse pattern, viz., (a) 50 dissertations or 54.9% written by men; (b) 41 dissertations or 45.1% written by women. These patterns suggest that perhaps a gender-related occupational bias is working here.

The University's diversity in student body is reflected within the School of Education. Additionally, the older student body of this graduate school presents an added and important professional dimension to the School's educational and research-praxis curricula. There is little doubt that these empirical data document in deeds the School of Education Faculty's commitment to and demonstrative actions wherein this goal statement is being fulfilled.

Goal Statement No. 6:

> To provide students the opportunity of exploring systematically and critically, their personal values, religious experiences, and philosophical beliefs; and to this end, to examine every discipline from an ethical perspective because each possesses a human dimension.

Exploring and examining one's beliefs and values is essential to graduate education. So it is within the School of Education of the University, for it is at this personal level that science, art, inquiry and practice become internalized and hold high significance for the individual. The Faculty of the School of Education place great importance on providing opportunities to develop further and exercise critical thinking and analystic skills along with the experiencing their values in practice. Further, the Education Faculty assumes responsibility for preparing educational leaders who understand the

TABLE NO. 3: UNIVERSITY OF SAN FRANCISCO AND USF SCHOOL OF EDUCATION HEADCOUNT ENROLLMENT: SPRING 1983,[a] BY RACIAL/ETHNIC/INTERNATIONAL STUDENT STATUS, AND GENDER

RACIAL/ETHNIC INTERNATIONAL STUDENT STATUS	TOTAL SCHOOL OF EDUCATION[b]				TOTAL UNIVERSITY			
	MEN	WOMEN	TOTAL		MEN	WOMEN	TOTAL	
			N	%			N	%
Asian	38	66	104	11.9	405	469	974	14.7
Black	34	60	94	11.0	112	171	283	4.8
Hispanic	27	38	65	7.5	158	165	323	5.4
Indian/Alaskan	1	3	4	.5	5	12	17	1.3
White	200	363	563	64.6	1419	1731	3150	53.1
Subtotal	300	530	830	95.3	2099	2548	4647	78.3
International Student	23	18	41	4.7	854	433	1287	21.7
TOTAL	323 (37.1%)	548 (62.9%)	871	100.0	2953 (49.8%)	2981 (50.2%)	5934	100.0

[a]March 11, 1983 enrollment.

[b]School of Education off-campus enrollments not completed and are due on April 1, 1983.

TABLE NO. 4: UNIVERSITY OF SAN FRANCISCO SCHOOL OF EDUCATION HEADCOUNT ENROLLMENT: SPRING 1983,[a] BY DEGREE PROGRAMS,[b] RACIAL/ETHNIC/INTERNATIONAL STUDENT STATUS, GENDER

RACIAL/ETHNIC INTERNATIONAL STUDENT STATUS	MASTER'S DEGREE[b]				DOCTORAL DEGREE			
	MEN	WOMEN	TOTAL		MEN	WOMEN	TOTAL	
			N	%			N	%
Asian	20	42	62	13.1	18	24	42	10.5
Black	10	23	33	7.0	24	37	61	15.3
Hispanic	10	27	37	7.8	17	11	28	7.0
Indian/Alaskan	1	1	2	.4	--	2	2	.5
White	90	223	313	66.3	110	140	250	62.7
Subtotal	131	316	447	94.7	169	214	383	96.0
International Student	12	13	25	5.3	11	5	16	4.0
TOTAL	143 (30.3%)	329 (69.7%)	472	100.0	180 (45.1%)	219 (54.9%)	399	100.0

[a]March 11, 1983 enrollment

[b]School of Education off-campus enrollments not completed and are due on April 1, 1983.

TABLE NO. 5: UNIVERSITY OF SAN FRANCISCO AND USF SCHOOL OF EDUCATION HEADCOUNT ENROLLMENT: SPRING 1983,[a] BY RELIGIOUS PERSUASION AND GENDER

RELIGIOUS PERSUASION	TOTAL SCHOOL OF EDUCATION[b]				TOTAL UNIVERSITY			
	MEN	WOMEN	TOTAL		MEN	WOMEN	TOTAL	
			N	%			N	%
Buddhist	6	10	16	1.8	84	49	133	2.2
Hindu	-	2	2	.2	5	4	9	.2
Jewish	8	18	26	3.0	51	74	125	2.1
Muslim	7	8	15	1.7	166	70	236	4.0
Protestant	81	119	200	22.9	248	327	575	9.7
Roman Catholic	123	223	346	39.5	1293	1475	2768	46.6
Other	17	41	58	6.6	173	185	358	6.0
Student Declined to Specify Persuasion + Not Reported	83	129	212	24.3	936	800	1736	29.2
TOTAL	325 (37.1%)	550 (62.9%)	875	100.0	2956 (49.8%)	2984 (50.2%)	5940	100.0

[a]March 11, 1983 enrollment

[b]School of Education off-campus enrollments not completed and are due on April 1, 1983.

ethical issues in their areas specialization and the ethical implications of their actions as professionals. The Faculty model their commitment in this area through their instruction and research, advising and dialogue, and their overall professionalism in the field. Permit several synoptic examples.

The curriculum of the Institute for Catholic Educational Leadership, under Father Edwin J. McDermott, S.J., recognized the inherent differences between public and private education, especially in traditions and beliefs. Courses in the development of religious education curricula, private school leadership, moral education, justice in the school curriculum, and the relations of history, law and philosophy to private and especially Catholic education illustrate places where personal values, religious experiences and philosophical beliefs are explored systematically, critically and to institutional effect.

An ethical perspective and dimension must be incorporated in all licensing and credentialing programs offered through the School of Education as a requisite for California state credentialing of these programs. Hence courses as the following reflect this dimension: (1) Education 626: Field-work in School Psychology taught by Dr. Preston Gleason; (2) Education 631: Family Processes taught by Dr. Emily Girault; (3) Education 647: Group Processes and Procedures taught by Dr. Jacqueline Gardner; (4) Education 664: Life Transitions Counseling Fieldwork taught by Dr. Elizabeth Bigelow; (5) Education 624: School and Community Relations taught by Dr. Ellen Herda; (6) Education 724: Human Relations in Administration taught by Dr. Robert G. Lamp; (7) Education 756: Collective Bargaining in Education taught by Dr. William Van Burgess; (8) Education 747: Higher Education Law taught by the Reverend Dr. Patrick S. Duffy. Though these courses do not exhaust

the graduate students' opportunities, it is to be noted that moral and ethical issues always are involved in professional education, regardless of the disciplines and specializations taught and learned.

The School of Education Faculty employ a variety of teaching methods for exploring values and beliefs. These include dialogue in differing anthropological settings, role-playing, simulations, group techniques for studying human interactions and human behavior, fieldwork and practica analyses and discussions, along with the field use of instrumentation designed to measure social predispositions, beliefs and values.

The Faculty of this University School incorporates ethical considerations into all disciplinary research by modeling and teaching the researcher's moral duty and responsibility to protect human subjects involved in one's research. What better way can the ethical content of any given professional discipline be brought under scrutiny, analysis, and systematic revision?

In January 1983, the School of Education sponsored a one-day seminar, titled, "Belief Systems, Technology, and Cultural Change: Implications for First, Second and Third World Nations." USF faculty participants were: Dr. E.A. Herda (Organization and Leadership Program, School of Education), Dr. H. Hess (Department of Religious Studies), Dr. N. Matsurra (McLaren College of Business), and Dr. O. Harari (McLaren College of Business). Visiting Faculty: (1) Dr. N. Knapp (Northern Illinois University); (2) Dr. A. Meleis (UCSF School of Nursing); (3) Dr. M. Nabti (Director Arab Information Center). This seminar proved to be an excellent opportunity for School of Education students and faculty to understand "values" and their import within an international perspective. Dr. E.A. Herda designed and spearheaded this project.

There is no doubt that the Faculty of the School of Education is not only aware but incorporates into educational practice the valuational

content of this University goal.

Goal Statement No. 7:

> To foster an educational environment dedicated and sensitive to the needs of all students and to provide and maintain those services and facilities which assist students in the achievement of academic, personal, and professional excellence.

The achievement of excellence is an on-going process for the School of Education in the University community. The multidimensionality of Goals Statements Nos. 2 and 7 produce much that is in overlap between them, viz., an environment sensitive to the needs of students. However there are some specific elements in which the Faculty of the School of Education has demonstrated the fulfilment of this goal.

The Faculty's opening, maintaining and improvement of the educational environment for students makes possible the creation of internship opportunities, fieldwork settings for research and practice, and direct consulting in the field for the improvement of educational practice, regardless of the area of educational specialization, the age and level of student, or the type of service rendered. These professional field contacts are community-based facilities that become educational and training facilities for excellence in professional education.

Historically, the Faculty of Education has sought and procured some important improvement of library services for graduate students. Though the School does not have the volume count per major discipline up to professional standards, the Gleason Library's procurement and upkeep of the ERIC collection and computer search services were championed over a long time by the Faculty of the School and procured. These library research facilities and services are of measurable help to our graduate students as well as to the University as a whole. Added to this has been the School's Faculty

encouragement and utilization of the Computer Center's facilities and the encouragement of the improvement of the software for graduate student and Faculty research. The library and the computer are institutional assets which the Faculty of this School has as a continuing concern for excellence in graduate education and is dependent upon these. Collectively, the field opportunities for training, the library and the computer have been sought, created and maintained through the diligent efforts of the Faculty of the School of Education. And it is through them that academic achievement, personal experience and professional excellence are fostered and garnered both for the student and the Faculty of this School of Education.

Goal Statement No. 8:

> To promote in all of the University students an understanding of the diverse cultures of the San Francisco Bay Area and the world and an awareness of the importance of preserving these cultural heritages; to provide opportunities for American students to learn of other world cultures and for international students to understand American culture.

A primary function of the School of Education Faculty is to increase educators' understanding of diverse cultures and a positive appreciation of cultural differences. This is true not only for their personal growth and development; but, this is necessary for their clients' growth, regardless of the schools and communities wherein they provide educational leadership and service. The importance and necessity of this mission is illustrated dramatically by the cultural richness and pluralism of the University's and this School's own community, that is the San Francisco Bay Area.

It is significant to note that the Education Faculty has had a great deal of international experience to share with their graduate students, this experience being beyond that of the casual traveler. Some of the most

recent examples of professional service are the following.

Dr. Joan Avis (Chair, Educational Psychology and Counseling Program) is making a May 1983 presentation, titled, "Improving the Human Environment of Schools" at the Conference of the Society for Intercultural Educational Training and Research, held in San Gimignano, Italy. On the topic of this lecture, Dr. Avis together with Dr. Elizabeth D. Bigelow of the same program have a publication in press, titled, Improving the Human Environment of Schools: A Facilitation Manual. This book is being published by the California State Department of Education in September 1983.

Dr. Alma Ada (Multicultural Program) in cooperation with Pilar Olave have written and published two sets of elementary textbooks in Spanish, titled, Hagamos Caminos, through Addison-Wesley International. One set is composed of readers, K-6; the second are 1-6 language arts textbooks. These are being distributed in Chile, Colombia, Mexico, Peru, Puerto Rico, and Venezuela.

In January 1982, Dr. James Steve Counelis (Organization and Leadership Program) presented an invited paper, titled, "The Metatheory of Taxonomy" at the Golden Anniversary Jubilee of the Indian Statistical Institute, Calcutta, India. Additionally, he lectured in the School of Education of the Chinese University of Hong Kong, Shatin, N.T., Hong Kong. The lecture title was "General Systems Theory, Communication, and Culture."

Dr. Elizabeth D. Bigelow (Educational Psychology and Counseling) received a research grant from the Pacific Cultural Foundation (Taipei, Taiwan) to do a consultant study, titled, "The Status of Career Counseling in Taiwan." She was in Taiwan in January 1983.

The Multicultural Program of the School of Education is a significant agency for this goal. For bilingual vocational instructors

and counselors, the Multicultural Program offers a credential and master's program for the instruction and counseling of people with limited English speaking ability. Additionally, there are cooperative credential programs with the Educational Psychology and Counseling, and the Organization and Leadership Programs in pupil personnel services and administrative services, respectively.

Cross-cultural research by doctoral students is encouraged. By way of example, here are three doctoral graduates. In 1980, Dr. Marjorie H. Goody did a doctoral dissertation in the Educational Psychology and Counseling Program, titled, "A Comparative Study of Cross-Cultural Patterns of Intellectual Abilities on WISC and WISC-R among Anglo, Chinese and Hispanic Educationally Handicapped Boys with Reading Disabilities." A Nigerian doctoral graduate of the Organization and Leadership Program who has returned to Nigeria, Dr. C.G.S. Nwadike, completed a dissertation, titled, "A Study of Administrative Behaviors of Secondary School Principals in Nigeria." He used American empirical instrumentation in a Nigerian setting with excellent results. This he accomplished in 1982. From the Multicultural Program, Dr. Majid A. Asfoor did a doctoral dissertation, titled, "Difficulties English Speakers Encounter in Arabic Phonology," which was completed in 1982. There is no doubt that the cross-fertilization of cultures occurred through these studies wherein American and international students learned much from other cultures.

It is a fact that all of the graduate students in the School of Education doctoral program (as well as those in the Master degree programs) are adult professionals already in the practice of education and other human services. And this fact provides an important educational advantage wherein the place of professional practice becomes an educational resource for this graduate student body, the cultural pluralism which usually inhabits this

School's graduate students' places of professional practice certainly provides everyone in the program with much depth of experience for course enrichment, career direction, and scholorly insight. Hence through the Faculy, the curriculum, and the students themselves this goal and desire of the University becomes reality and experience.

Goal Statement No. 9:

> To provide instruction and conduct research in the humanities and the natural and physical sciences, in the social and behavioral sciences, in the health sciences and human services, in the areas of theology and religious studies, and in undergraduate and graduate professional fields, and to develop programs in these disciplines in response to societal needs.

The nature of institutional goals is to be grandly general in order to be applicable at the highest level of institutional leadership. This is true for all of the goals of the University of San Francisco. However, this ninth goal is more specific in intent by listing the several classes of disciplines and fields of study along with curricula involved in professional fields. Law and education and business represent the graduate professional fields of instruction and research on the University campus. There is, nonetheless, a specific disciplinary characteristic of all professions---e.g., medicine, law, education, engineering, dentistry---which differs from the disciplinary studies in the natural sciences, social/behavioral sciences, and the humanities. This characteristic is that all professional subject matters are interdisciplinary in nature, wherein specific disciplinary fields of study are wedded to the requirements of application and praxis. Thus medicine relies on the biological and physical sciences as well as on the clinical technologies for diagnosis and treatment. Engineering relies on the appropriate physical and mathematical sciences as well as the required technologies which are used to build bridges and dams, design machinery and telecommunications equipment,

and the manufacutre of pharmaceuticals and the industrial preparation of foods. Similarly, education relies on the social behavioral sciences and philosophical disciplines for governing the instructional/learning nexus, the organization and management of educational institutions and the inculcation of values. Thus the Faculty of Education is committed to the instruction and research of all appropriate arts and sciences involved in the enterprise of education and their institutionalization. But this Faculty of Education is committed equally to the instruction and research in the praxis of education. Thus, Education 648: Seminar in Advanced Counseling and Case Conference Techniques of Dr. Thomas D. McSweeney and Education 635: Educational Practices for the Learning Handicapped Child of Dr. Susan B. Evans, represent graduate professional courses in the Educational Psychology and Counseling Program wherein science and praxis are integrated for the professional training of counselors. While Dr. B. Gerrard's course, Education 639: Introduction to Psychopathology, is a disciplinary descriptive course in the field of psychology. Given these examples, there is a sense in which some of the instruction and research of the Education Faculty and their doctoral students are in the basic sciences and humanistic disciplines; while other parts of the professional curriculum is instruction and research in the interdiscipline of education---the integration of some academic field of study to the professional practice of the educator, the administrator or the counselor.

The Faculty of the School of Education share the conviction and commitment of the University to assist people seeking professional education and training. The education and training offered by the Education Faculty is more than just a preparing of people for human services. It is a preparation for a vocation. Education programs are designed with a human services

orientation inorder to meet the needs expressed by individuals who wish to serve others, viz., teachers, administrators, curriculum specialists, evaluators, psychologists, counselors, consultants and others. In fact, other Bay Area universities also have schools or departments of education but none put the emphasis on the needs of the practitioner as directly as does this School of Education. Even the research for writing the doctoral dissertation has, more often than not, a practitioner's focus. Indeed, the Education Faculty deliberately fashioned this focus inorder to meet the needs of people who desired something more from their studies and research than inert ideas.

To demonstrate the interdisciplinary understanding of this Faculty with reference to their discipline of education, the following examples may prove useful:

Dr. Robert G. Lamp is lecturing on the topic "Organizational Effectiveness: A Principal's Guide," at the July 6, 1983 University of La Verne conference on "Organizational Development in the Schools." Here will be demonstrated the interface of theory and praxis in developing and evolving school structures for effective education.

In March 1983, the USF School of Education Multicultural Education Program sponsored with the Oakland Unified School District the 1983 Symposium of the California Association for Asian-Pacific Bilingual Education, titled "First and Second Language Development among Language Minority Studies." USC linguistics expert Dr. S. Krashen and modern language educator, Dr. J. Cumins (Ontario Institute for Studies of Education) clearly presented the interface of science and educational effectiveness. This program was made possible through the leadership of Dr. Rosita Galang of the Multicultural Program and president of CAFABE.

In April 1983, the Educational Psychology and Counseling Program

sponsored the presentation of Mr. S. Levin, Executive Director, California Board of Behavioral Science Examiners. His presentation on professional licensure in California certainly aided faculty and students in understanding the licensing process and philosophy as the intersect of professional competence demonstration and the community's legal demand for safety.

Under Goal Statements Nos. 3 and 7 above, the sensitivity of the School of Education to the needs of society and the students has been noted. In particular, the Multicultural Education Program designed California credential programs for bilingual educators and counselors in vocational education, pupil personnel, and administrative services. The Educational Psychology/ Counseling Program is currently re-adjusting its program to meet professionals' needs for licensing and credentialing. The Organization and Leadership Program in September 1982 revised some parts of their offerings after study. And the Institute for Catholic Educational Leadership Program has adjusted its program in April 1982 that included state administrative credentialing.

In fine, the Education Faculty here at the University both broadly and specifically are in concert with the directions and guidance of this goal.

Goal Statement No. 10:

> To examine critically and continuously the lifelong educational needs of society and to meet these needs as part of the commitment of a Catholic, urban University.

The School of Education Faculty has designed and redesigned programs to meet the continuing lifelong educational needs of professionals in education who serve our society. Special emphases are evident because the School is part of a Catholic, urban university, reflecting Vatican II's Pastoral Constitution on the Church in the Modern World (Gaudium et Spes). For example, human beings can become authentic and fully alive through the cultivation of natural goods

and values (section 53); when human beings develop the earth and make it a dwelling worthy of the human family, they are carrying out the design of God (section 57); through the study of history and philosophy, the human family is elevated to a more sublime understanding of truth, goodness and beauty and aids others in the formation of considered opinions which have universal values (section 57). As part of a university, the School of Education attends to theory and lasting principles which enable graduates to conceptualize life-long educational goals and solutions to evolving human problems. As part of a university that is Catholic, the School of Education shares the conviction of the founders and sustainers of this place of higher learning and offers motivation and techniques for integrating culture and life and transcendental values. As an urban institution, the School of Education continuously addresses the evolving lifelong educational needs of professionals in education who serve diverse communities and groups. Not to risk redundancies of facts, see relevant parts under Goal Statements Nos. 1-2, 7-8.

Goal Statement No. 11:

> To instruct all students in the liberal arts, continuing the Catholic commitment to education to form as well as inform, to educate and develop the entire person, mind and heart, body and soul.

In 1852 when Cardinal Newman published his book, The Idea of a University Defined and Illustrated, he notes in the preface and elsewhere that intellectual training through liberal education required one "to impress upon a boy's mind the idea of science, method, order, principle and system, of rule and exception, of richness and harmony." Though this Victorian language appears a bit antique today, its precision and characterization of intellectual skills is classic. In fact, these are the same intellectual skills that are relied upon and continually honed throughout graduate education. Especially this is true

through the instruction and learning of the processes of research and the writing of a doctoral dissertation. In this sense, the School of Education is continuing liberal arts education at a higher level. And given the fact that many of the Education Faculty have degrees in the liberal arts and sciences, there is little doubt that their backgrounds influence greatly their curricular perceptions and instructional goals.

Education is a personalized and personalizing process for everyone. Everyone must do his own learning, his own experiencing, his own thinking, his own decision-making. Everyone must develop his own self-knowledge and sense of worth, evolve a personal satisfying lifestyle, earn a living, behave morally, and seek salvation or an other religious "ultimate" in facing death of self and that of a loved one. Though education is a socializing process, it is the person who does the work, achieves or fails. The Education Faculty recognizes these facts by fostering within their graduate students the independency of learning and the responsibility for that learning. The social intercourse among students and teachers in all educational contexts enriches the whole person as it enriches the group. The person is enriched through experience and intellect, through sentiment and rationality, through the ethical and the mystical. How else is the whole person informed and well formed?

By its nature, the Education Faculty has a multiplier effect through the educators who teach in the field. Hopefully, the humane content in their professional education truly tempers rationality with sentiment, the intellect with experience, the mystical and the ethical with honor and truth and dignity.

Goal Statement No. 12:

> To promote a concerned, effective, and prophetic awareness of the oneness of humanity and of the compelling need for the promotion of justice among all people, together with the recognition of the responsibility to share and serve which this entails for all people.

The School of Education seeks to build a more human and humane world. In this way, the Faculty reflects the concerns of the Catholic bishops when they addressed the people of the world in the 1971 document Justice in the World. That document can be the framework for identifying the major contributions to justice which come through the agency of the School of Education: (1) awareness of the dignity of each person; (2) sensitivity to the plight of the poor and illiterate; (3) commitment to improvement of interhuman relationships; (4) the sharing of natural resources. This document suggests to teachers these guidelines, viz., to avoid methods that encourage narrow individualism or exalts possessions above the value of people, or subordinate the people or culture of one nation to the exploitation of another. The School of Education see special value in the diversity of men and women among the students and the Faculty. By curriculum and by personal example, the Faculty teaches a responsibility to provide the human services which these values imply.

Concluding Perspective:

The Faculty of the School of Education has developed systematically its role and relevance to the University, the Church, the community, state and nation. This has been the historic and continuing labor of this constituent unit of the University since its creation some 32 years ago. Evolved to meet the need for professionals who served education, broadly defined, there is no doubt that the Catholic vision of God and man, the Jesuit perspective on education, and the ever changing human needs of this world have shaped and continues to shape this institution. The School of Education cannot be all things to all people; hence, the Education Faculty's focus upon the continuing interplay of theory and praxis dominating its graduate professional curricula. Additionally, the School of Education is not the whole University and many of the detailed

elements in all of the goals of the University cannot be fulfilled by any one of the constituent colleges. Nonetheless, the Faculty of Education continues to find new elements and meanings in the University's mission and goals that influence and guide curricula and research, service and its morality. An historic and integral living element for human outreach, the School of Education in the University of San Francisco is both priest and prophet---the teacher, the inquirer, the doer, and the seer for human good in God's grand design.